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...TES HISTORY

IN

ELEMENTARY SCHOOLS

BY

L. L. W. WILSON, Ph.D.

TEACHERS' MANUAL

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UNITED STATES HISTORY

IN

ELEMENTARY SCHOOLS

BY

L. L. W. WILSON, PH.D.

AUTHOR OF "NATURE STUDY IN ELEMENTARY SCHOOLS, A MANUAL: A READER: A FIRST READER," "HISTORY IN ELEMENTARY SCHOOLS: A READER"

TEACHERS' MANUAL

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

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BEFORE the child is ready to *study* history, he should simply become familiar with its elements, in biographies, stories, pictures, and objects.

MARY SHELDON BARNES.

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SEPTEMBER

THE INDIANS

AIDS FOR THE TEACHER:

Story of the American Indian, by E. S. Brooks, is a medium-priced, popular, but accurate account of the origin, development, decline, and destiny of the Indians.

Hiawatha, illustrated by Frederic Remington, is invaluable because of its spirited, truthful pictures.

The following stories and poems are suitable in whole or in part for reading or telling to the children: —

Last of the Mohicans, Cooper.
Hiawatha, Burial of the Minnisink } Longfellow.
Legend of the Delawares, An Indian at the Burial Place of His Fathers, Indian Girl's Lament } Bryant.
Corn Song, A Song of Harvest, Legend of the Red Breast, Funeral Tree of the Sokakis } Whittier.
Mondamin, Bayard Taylor.

The teacher should be well provided with drawings suitable for blackboard reproduction.

Indian photographs, implements, etc., may be bought from any local dealer. I have found S. W. Stillwell, 43 Lincoln Ave., Deadwood, S. Dakota, reasonable in price and reliable.

Too much stress cannot be laid on the necessity for creating the Indian atmosphere. Every lesson should be illustrated with pictures and objects. These should sink into the child's mind. Otherwise the lessons are worse than useless; they are stultifying.

The foundation of this work for this month is Longfellow's *Hiawatha*. Parts of it may be told to the children, but much of it may be read to them just as it was written. The *Peace Pipe*, *Hiawatha's Childhood*, the account of the Arrow Maker and his daughter in *Hiawatha and Mudjekeewis*, *Hiawatha's Fasting*, *Hiawatha's Sailing*, *Hiawatha's Fishing*, the accounts of the feasting and games in *Hiawatha's Wedding*, the *Blessing of the Cornfields*, the account of the "medicine men" in *Hiawatha's Lamentations*, the parts showing Indian hospitality in the *Ghosts* and the coming of the white man, *White Man's Foot*, are all of them suitable in the original form — with more or less discretionary cutting — for reading to the children.

Reading matter for the children will be found in the Reader of this series. It was adapted and written for the early grades.

First Lesson:

Devote the first talk to giving the children the opportunity to relate their experiences and notions of Indians.

Establish these facts: There are to-day Indians as civilized as we are. They are not unlike us in dress, in person. Like us they go to school, studying much the same things that we are studying. Many of these when their education is completed will go as missionaries to their own people in the West. Some of the Indians in the West are self-supporting, but others are fed and cared for by our government. There are, however, some wild Indians left who live in wigwams and who are still quite savage.

Why should our government feed and care for the Indians? What better things for them could and are they doing? These should be the salient points of the lesson.

Show pictures of Indian boys from Carlisle or other Indian schools.

Draw on the blackboard pictures of the Indian people and homes.

Let the children read *Indian Houses* from the Reader.

Second Lesson:

Indian children. One of the most interesting and valuable methods of teaching history is by comparison. Have you a baby at home? What is his cradle like? Yes, the Indian cradle was a board. But the mother made it soft with a buck-skin, or with sweet grass. Your mother puts blue ribbons on the baby cradle. The Indian mother had no silk ribbons. But she loved her baby, too. So she plaited grass and reeds. She made sweet-smelling ribbons from the bark of the linden, and with the quills of porcupines she embroidered his cradle. But no wonder that she wanted it to be beautiful. For the Indian baby lived in his board cradle for two years. He only came out of it once a day, to roll on the grass or in a blanket.

How does your mother put the baby to sleep? The Indian mother sang to her baby too. This is what she sang: —

"Swinging, swinging,
Lul-la-by,
Sleep, little daughter, sleep,
'Tis your mother watching by,
Swinging, swinging, she will keep —
Little daughter,
Lul-la-by."

"Little daughter" was taught to work from the time that she was four or five years old. "Little son" did not work. But he learned to swim, to run, to jump, and to wrestle. For he was to be a warrior.

Put on the blackboard and show them pictures relating to Indian children.

In this and all other lessons, oral and written reproduction, drawing and color work, by the children, are always in order.

Children may paint the faces of dolls with unglazed china head to represent Indian babies. Out of chamois skin, a board, and bit of catgut, they may make very effective Indian cradles. Miniature Indian wigwams are easily constructed. Let the children read from the Reader, *The Indians.*

Third Lesson:

Tell the story of the birth of Hiawatha. Read to them *Hiawatha's Childhood* from "By the shining Big-Sea-Water" to "Then Iagoo the great boaster." Be sure that the moon, the rainbow, the owl, the beaver, the squirrel, the reindeer, and the rabbit are realities to them. In every possible way bring to them the sights and sounds and odors and life of a forest.

Let them read from the Reader *Hiawatha's Home.*

Fourth Lesson:

Read to the children the rest of *Hiawatha's Childhood.*

Let them read from the Reader *Hiawatha's Questions* and *Hiawatha in the Forest.*

Fifth Lesson:

Let the children read from the Reader *How Hiawatha Killed His First Deer.*

Sixth Lesson:

Let the children retell *Hiawatha's Childhood.* Let them dramatize it.

Some children will wish to make the wigwam from their own bodies and arms. Others will gladly take the parts of Hiawatha or the old Nokomis.

The moon rising slowly from the water, the owls hooting in the forest, the beavers building their lodges, the squirrels hiding their acorns, the swift reindeer, the timid rabbit, the birds who cried "Do not shoot us," are acceptable parts. Most delightful of all — if you dare attempt it — is a banquet at which the imagination of the children turns a frugal repast into a great feast in honor of "Strong heart, Loon heart," Hiawatha!

There is little use in attempting this offhand

dramatization unless the children are full of the story and know every detail of the action. Whether they do depends entirely upon what you have put into the previous lessons.

Plan out the play yourself, but let the children suggest every detail. Above all, do not allow any elocution or actor's art on your part to interfere with their spontaneous gestures and action. Your work is merely to unify their ideas.

Impromptu dramatizations such as this are a daily occurrence in the Kindergarten. They ought certainly to form some part of the primary school work.

Seventh Lesson:

Tell the story of the Indian boy's education, particularly of his fastings. Read to them Hiawatha's Fasting, to the story of Mondamin. Tell them, too, the Indian story of the origin of the robin told by Whittier.

Let them read from the Reader part of *How the Great Spirit Sent the Corn.*

Eighth Lesson:

Read to them the rest of *Hiawatha's Fasting.* This gives the Indian legend of the origin of the corn. It is also excellently told by Bayard Taylor, in *Mondamin.*

Let them read from the Reader the rest of *How the Great Spirit Sent the Corn.*

Ninth Lesson:

Indian corn, its characteristic and the method of its cultivation by the Indians. Get material and let the children have a mimic "corn dance." In the bowls might be put pop-corn.

Read to them part of Whittier's *Corn Song.*

Let them read from the Reader *First Day of School.*

Tenth Lesson:

Read them parts of the *Blessing of the Corn-fields.*

Read from the Reader *Another September.*

Eleventh Lesson:

Indian food: Tell of the one daily meal and of its preparation. Indian women were the first to cook baked beans, hoe cake, ash cake, pone and hominy, samp and succotash, and pop-corn, — "corn that flowers," they called this last.

The women were the farmers and a stag-horn was their plough. In spite of their primitive tools, and in spite of all their other labor, they got a great deal from the soil. To them we are indebted not only

for corn, but also for squash, pumpkin, beans, and melons.

Indian money and its manufacture: Clam-shells are needed for this.

Let the children read from the Reader *Indian Money*.

Twelfth Lesson:

Read to them *Hiawatha's Sailing*.

Miniature birch-bark canoes may be bought; or, better still, the children may make them from birch-bark.

Tell them of dug-out canoes.

Let the children read from the Reader *Indian Boats*.

Thirteenth Lesson:

Tell or read to them, *Hiawatha's Fishing*.

Fourteenth Lesson:

Tell the story of Hiawatha's wooing and wedding, for the sake of the feasting and games as well as the story itself.

This may be dramatized with profit.

Fifteenth Lesson:

Tell the story of Hiawatha's invention of *Picture Writing*.

Let the children read from the reader *How the Indians Wrote.*

* * * * * * * *

If the teacher has done good work, if, in consequence, the children are full and running over with Indian life and customs, then a little impromptu exhibition, to which the parents may come, will be easy to manage, and both a pleasure and a profit to the children.

The blackboards are already nearly filled with the illustrations made with colored chalks of the various stages in the life of Hiawatha. There are compositions, many drawings, and much color work from the children illustrating this and other phases of Indian life. Birch-bark canoes, wigwams, cradles, and Indian dolls have been made by them. Various Indian relics and utensils have been loaned from time to time by interested friends. Parts of *Hiawatha* have been dramatized. Why not give these parts together in a more connected way, and let the blackboard, the compositions, drawings, manual work, and loan collection tell the rest of the story?

OCTOBER

THE PERIOD OF DISCOVERY

THE NORSEMEN, COLUMBUS, AND THE CABOTS

AIDS FOR THE TEACHER:

Any of the many excellent histories of the United States will be more than sufficient for the store of facts that the teacher must accumulate for the work of this month.

The following poems are suitable in whole or in part for reading to the children: —

The Skeleton in Armor
The Discovery of the North Cape } Longfellow.
The Voyage to Vinland, Lowell.
Three Scenes in the Life of Columbus, Will Carleton in *Centennial Rhymes*.
Columbus at the Convent, J. T. Trowbridge.

The moulding table, with its sand, may be used to reproduce the voyage and landing, on a small scale. The people and ships may be cut out from paper, green sticks will make the forests, and the zinc may be called water.

* * * * * * * *

The days previous to the 12th of October should be devoted to the story of Columbus. After the celebration of the anniversary of his great discovery the time may be devoted to the Cabots and the Norsemen.

There will be, perhaps, ten lessons, before the twelfth of the month. These might be divided as follows: —

First Lesson:

Draw on the blackboard the picture of the landing of Columbus, or show a copy of it to the children.

Tell them that this is a picture of the first white man who came to this continent. Talk with them of his dress, his sword, his banner, his companions, of the Indians watching behind bushes, and of their thoughts and feelings as they watched Columbus and his men.

Let the children read from the Reader the *First White Man on this Continent.*

Second Lesson:

The landing of Columbus may be dramatized. The royal standard which Columbus carried, and the banner of the green cross carried by each of two captains, may be quickly made with the com-

mon colored chalks, using pointers or blackboard rulers for the standards. It is not even necessary to go to this trouble. The same imagination which will make the children quite as content to take the part of the bushes and ships as the part of Columbus, will also enable them to see the flag of Spain in an old umbrella.

Third Lesson:

Talk with the children of the boyhood of Columbus. Tell them of his home, which still may be seen in Genoa, of his father and of his occupation, of his natural environment. Dilate on the sea. Tell them of his school and what he learned there.

Marco Polo's Travels may be bought for a few cents, and the children may be interested to hear, read and to see the book which Columbus read so many times.

Let the children read from the Reader of the *Boyhood of Columbus.*

Fourth Lesson:

Put on the board one of the old maps of Columbus' time showing the "Sea of Darkness" filled with the monsters that they supposed to inhabit it.

With a globe make clear to them Columbus' idea of the best way to reach Asia. Let them think out

why Columbus wished to reach Asia, and why he could not at once set sail. Tell them of his varied experience in trying to get help from kings and queens.

Let them read from the Reader *Geography in the Time of Columbus* and *Columbus Gets Ready to Sail.*

Fifth and Sixth Lessons:

The story of La Rabida may be told to the children, and afterwards dramatized by them. This may be read by them in the Reader. Here also may be found an abbreviated version of J. T. Trowbridge's poem on the same subject.

Seventh Lesson:

The ships of Columbus and a ship's log are the appropriate blackboard drawings. Procure also a compass of some sort, and from a steamship company get exterior and interior pictures and plans of some one of our great liners. Let the children compare one of our ships with the best of Columbus'. Why are ours so much larger? What difference is there in the cut of the vessel? in the method of navigating them? in the accommodations for those on board? Why is there a difference? Compare the three vessels of Columbus each with the other.

Let the children read from the Reader a part of the *Voyage of Columbus*.

Eighth Lesson:

Read to the children Columbus' own account of this great voyage. His original journal is lost, but large portions of it were quoted in Las Casas' *Personal Narrative of the First Voyage of Columbus to America*. For the benefit of teachers to whom this may not be immediately accessible, the following extracts from it have been made: —

"Whereas, Most Christian, High, Excellent and Powerful Princes, King and Queen of Spain and of the Islands of the Sea, our Sovereigns, this present year 1492, . . . determined to send me, Christopher Columbus, to the . . . countries of India, to see the . . . princes, people, and territories, . . . and . . . directed that I should . . . proceed . . . by a westerly route. . . . Hereupon I . . . proceeded to Palos . . . where I armed three vessels . . . and . . . set sail . . . on Friday, the third of August. . . .

"*Sunday, Sept. 16.* Sailed day and night west . . . the mornings were most delightful, wanting nothing but the melody of the nightingales. . . .

"*Monday, Sept. 17.* Steered west and sailed day and night. . . . We saw a great deal of weed which came from the west. . . . We were of the opinion that land was near. The needles varied to a whole point of the

compass; the seamen were terrified and dismayed. . . . At dawn they saw many more weeds . . . and among them a live crab . . . which . . . are sure signs of land.

"*Saturday, Sept. 22.* Wind ahead. . . . This head wind was very necessary to me, for my crew had grown much alarmed, dreading that they never should meet in these seas with a fair wind to return to Spain. . . .

"*Tuesday, Sept. 25.* At sunset Martin Alonzo called out with great joy from his vessel that he saw land. . . . The Admiral [Columbus] says that when he heard him declare this, he fell on his knees and returned thanks to God, and Martin Alonzo with his crew repeated "Glory to God in the highest," as did the crew of the Admiral.

"*Wednesday, Sept. 26.* . . . What they had taken for land was nothing but clouds. . . .

"*Wednesday, Oct. 10.* . . . Here the men lost all patience, and complained of the length of the voyage.

"*Thursday, Oct. 11.* . . . The land was first seen by a sailor . . . although the Admiral [Columbus] at ten o'clock that evening . . . saw a light; . . . calling to . . . the groom, . . . he . . . bid . . . him look that way, which he did, and saw it. . . . At two o'clock in the morning, the land was discovered at two leagues distance . . . they found themselves near a small island. . . . Presently . . . the Admiral landed in the boat. . . . [He] bore the royal standard and the two captains each a banner of the Green Cross. . . . Arrived on shore they saw trees very green, many streams of water,

and divers sorts of fruits. . . . The Admiral . . . took possession . . . of that island for the King and Queen. . . . Numbers of the people of the island . . . collected together. . . . As I saw that they were very friendly . . . I presented them with some red caps, and strings of beads . . . wherewith they became wonderfully attached to us. Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins. . . .

"*Sunday, Oct. 14th.* After having taken a survey of these parts, I returned to the ship, and setting sail, discovered such a number of islands that I knew not which first to visit."

In reading this to the children I should most decidedly say "I" instead of "the Admiral," and "we" instead of "they."

Put the noteworthy dates on the board as you read, and at the end ask such questions as these: —

How long was the voyage? How long was it before they really found land after they thought they had found it? Who deserves the most credit, Columbus or the sailors who sailed the ship? Why?

Ninth Lesson:

Finish *The Voyage of Columbus* in the Reader. Let the children dramatize its various incidents. Chairs, especially rocking-chairs, make excellent ships.

Tenth Lesson:

The *Triumph of Columbus* might be the subject of this lesson.

All the boys and most of the girls will be only too glad to smear their faces with colored chalks, and decorate themselves with bright feathers and gold ornaments. These will be the Indians.

Then may follow some children to represent the parrots and other beautiful birds that Columbus brought home with him. Columbus on a handsome horse will come next, followed by the Spanish soldiers in bright armor. This procession will then march to the King and Queen, who will be seated on the chairs for thrones, and who will graciously bid each to rise as he kneels before them.

Let the children read from the Reader the *Triumph of Columbus.*

* * * * * * * *

On October 12, the celebration of the anniversary of the discovery of America may be fitly opened by the recitation of the beautiful lines from Lowell, quoted in the Reader. Since this will be the keynote, it is necessary that they should be given with spirit and emphasis. Choose for this, therefore, some student on whose voice, enthusiasm, and intelligence you can rely.

Then should follow as much of the story of

Columbus as they know. Part of it may be given in action, part by recitation and reading, *e.g.* the poems of Trowbridge and Will Carleton, and part by simple narration.

The teacher must know exactly what is to be done, when, and by whom. But the work of the children should be spontaneous for the most part. This will be impossible if the previous lessons have been perfunctory.

* * * * * * * *

The story of the unhappy last days of Columbus may be told to the children by the teacher, and one day may be read by the children from the Reader, and reproduced by them, either orally or dramatically, the next.

* * * * * * * *

Let them make booklets of drawing or other convenient or suitable paper about five by six inches. By means of a hektograph put on the outside of each in large letters, "Scenes from the Life of Columbus," together with his portrait, or some other suitable design.

In the middle of the first page let them write neatly the lines from Lowell, or any other suitable quotation.

In the middle of the top of the next page let them print neatly "The Birthplace of Columbus," drawing it below.

Beneath the drawing may be written the words of the inscription on the tablet in front : —

"No home more worthy! Here under his father's roof Christopher Columbus passed his boyhood and youth."

For the next page the title may be "Geography in the Time of Columbus." The drawing to illustrate this will be of course one of the curious ancient maps of his time.

On the fourth page may be depicted the scene at the convent, with an appropriate title.

The stormy ocean carrying his three little ships, the landing, the triumph, and his last days, may be the subjects of the succeeding pages.

It is not intended that the children shall copy any of the pictures that have been shown them on these subjects. On the contrary, from a full mind, to which the pictures have contributed only a part, they will draw representations of the scenes as they have imagined them.

* * * * * * * *

The reason for the name America may be given them for silent reading.

Ask them why America is called America instead of Columbia. Then, when none can answer, tell them to turn to p. 50 of the Reader and find the answer.

* * * * * * * *

The coming of the Norsemen admits of much illustration. Their ships may be drawn on the board and contrasted with the ships of Columbus. If possible, show or make illustrations, in color, of the Vikings and the Italians.

Mark on a globe the probable course of Columbus and the probable course of the Vikings. Pictures of the old stone mill in Newport and of Dighton Rock, long supposed to be of Norse origin, may be shown, although every one now knows that the mill is quite modern and that the writing on the rock is Indian.

Read to them portions of the poems by Longfellow and by Lowell given in the beginning of the chapter.

Let the children read from the Reader the account of the *Coming of the Norsemen*, and the extracts from two of the pages which deal with these expeditions.

Two or three lessons may be profitably spent thus.

* * * * * * * *

In telling the story of the Cabots three things should be made clear to the children. The first of these is that Columbus' discovery filled the world with discoverers. The second is that Cabot, a Venetian, had no trouble in securing from the King of England money to carry on his explo-

rations. And the third thing is that since many explorers from many nations were making discoveries and explorations on this continent of ours, in the end the land would be claimed by these different nations. They should understand the English and Spanish claims, and be told that these were not the only nations interested in America — that the French, too, although much later, sent out their explorers.

There is, of course, danger of going too deeply into "explanations," but, on the other hand, foundations must be laid on which the future narrative is to be built. And in no subject with pupils of any age should the inevitable relationship of cause and effect fail to be noticed. Causal relationship is the manna in the educational wilderness. Without it even the elect will perish from mental starvation.

NOVEMBER

WHY WE HAVE THANKSGIVING

THE PILGRIMS

AIDS FOR THE TEACHER:

Any of the many excellent histories of the United States will be more than sufficient for the store of facts that the teacher must accumulate for the work of this month.

The following stories and poems may be read or told to the children in whole or in part: —

Miles Standish, Longfellow.

The First Thanksgiving, Kate Douglas Wiggin, in *In the Story Hour*.

First Thanksgiving, Price of a Little Pilgrim } Margaret J. Preston.

Thanksgiving Day, Nora Perry, in *New Songs and Ballads*.

Thanksgiving, A Thanksgiving Feast, The Pumpkin, Miss Lucinda's Opinion } Margaret J. Sangster.

The Pumpkin, For an Autumn Festival } John G. Whittier.

The Landing of the Pilgrims, Felicia Hemans.

The Twenty-second of December, W. C. Bryant.
A Boston Thanksgiving, E. E. Hale, in Emilie Poulsson's *In the Child's World.*
Thanksgiving Story, Wiltse's *Kindergarten Stories.*
Harvest Song, Thanksgiving Hymn } Eleanor Smith, in *Songs for Little Children.*
Thanksgiving Day, Can a Little Child Like Me } Walker's *Songs and Games.*
At Harvest Time, in *Lilliput Levee.*

First Lesson:

The Pilgrims. Through conversation, develop the fact that the children go to many different churches. Tell them that once there was not this freedom, that often the king of the country decided to which church all the people should go. Then tell them of England. Show them pictures of the Cavaliers and Puritans; or, better still, put these on the board. Let the children note the very indicative differences in dress, and tell them that these plainly dressed people not only dressed differently from the majority of people in England, but that they also wished to go to a different church. This the king would not let them do. So, much as they loved England, they resolved to leave it. On account of their wanderings they were called Pilgrims.

Tell them, too, something of the Pilgrims of old with their cloaks, hats, and staffs so well adapted

to their travels, and of the broom-plant cockle-shell (scallop) which some of them wore to indicate where they had been.

Let them read from the Reader the account of the *Pilgrims*.

The *second* and *third* and *fourth lessons* may be devoted to the voyage.

Put on the board a drawing of the *Mayflower*. This might have a half border of the New England Mayflower (the arbutus), with the lines from Whittier given in the Reader.

Show them the picture of the parting at Delfshaven. Let them notice that it seems to be a very sad event, and tell them why. Call their attention to the time of year, and let them see that, at the best, it must have been a stormy and wretched passage. Show them pictures of Elder Brewster, Miles Standish, and perhaps the Whites with little Faith and Peregrine, whose cradle still exists; or, better still, let the teacher cut them out with scissors as she talks of each.

Tell the story of little Oceanus Hopkins. Tell them of the final landing on Plymouth Rock, and of their prayer of thankfulness. Read to them Mrs. Hemans' poem.

Let them read from the Reader the *Landing of the Pilgrims*.

This story may be reproduced by the children orally, by drawings, in writing, by dramatization, and in miniature on the sand-table.

In the dramatization, the parting at Delfshaven will be the first scene. Then half of the children may embark in an imaginary *Mayflower* on an imaginary ocean.

In an imaginary cabin they may converse together concerning their experiences in the Old World and their hopes for the New. Peregrine and Oceanus may be rocked and played with, some of the discomforts of the voyage may be expressed, and finally land may be sighted. They may mount chairs to see it through the portholes, and express, in various ways, their joy at the prospect of again reaching land.

The half of the children left behind at Delfshaven may now transform themselves into the trees and stones of the bleak New England shore.

Let Miles Standish take the lead in the play as he did in reality.

Much the same method of telling the story at the sand-table may be employed here as in the case of Columbus. A few pebbles will sufficiently indicate the difference in the coast. Of these, one in particular may be designated Plymouth Rock.

Fifth Lesson:

Let the children think what would be the first things that they would do had they landed as the Pilgrims did on a strange shore where there were no people, no houses, no stores. Go somewhat into the details of log cabins.

Remind them again of the time of the year.

Then let them read from the Reader *Plymouth Rock.*

Sixth Lesson:

Most of the reasons that led the Pilgrims to come to America have been already taught. Review these, and let the children read from the Reader why the Pilgrims came to America.

Two or three lessons may be profitably spent on Holland. Mrs. Dodge's *Hans Brinker, or the Silver Skates* will be very helpful for this work. De Amicis' *Holland* has fine illustrations.

The old story of the *Boy at the Dyke* may be read or told to them. Among other places it may be found in Miss Poulsson's *In the Child's World.* Phœbe Cary has put it in verse.

Let the children read the account of Holland, and Edith Thomas's *Dutch Child* in the Reader.

Two or three more lessons might be profitably spent on the relationship between the Indians and

the Pilgrims. The stories of Massasoit, Samoset, and Squanto are always interesting to children, and the incident of the snake-skin and arrows one that they are particularly fond of representing.

Let the children read from the Reader *Squanto* and the *Price of a Little Pilgrim*. Mrs. Preston's poem on the same subject may be read to them.

* * * * * * * *

Longfellow's *Miles Standish* is not so well adapted to reading to children as *Hiawatha*. Nevertheless, after they have heard about him and themselves read the account of him in the Reader, the teacher may find it desirable to read them parts of the poem.

The remaining lessons before Thanksgiving Day may be simply the reading lessons from the Reader.

The day before Thanksgiving may be celebrated elaborately or simply. Therefore any or all of the following suggestions may be of use: —

Get the children to bring fruits, nuts, vegetables, and clothes for distribution later to the poor.

Decorate the boards appropriately — the wild turkey and a half border of corn in colors is most effective.

Pile up their contributions in front of the desk in the form of a pyramid.

Be sure to secure plenty of corn on the stalk and at least one pumpkin for this purpose.

Let the children recite together one of David's thankful psalms and sing a Thanksgiving song, such as the one given in Walker's *Songs and Games.*

Read to them or tell them E. E. Hale's story of the first Thanksgiving. This is not the usual one, which they have probably already read from the Reader. It may be found, among other places, in Emilie Poulsson's *In the Child's World.*

The whole story of the Pilgrims may be played by them, or it may be reviewed by means of a conversation, laying especial emphasis on their suffering from lack of food and shelter, the help of the Indians, the prosperous summer, and their thankfulness for its plenty, which assured them a comfortable winter.

For once let them eat their lunches in the schoolroom and in school hours. The children may take the part of the Pilgrims and the Indians. Elder Brewster should say the grace, and the smallest imagination will transform their apples and sandwiches into the ducks, geese, wild turkey, fish, clams, deer, and pumpkin pie of the first Thanksgiving.

And at its conclusion let them sing, dance, run races, and play games as did the Indians on that first memorable occasion.

DECEMBER

OTHER SETTLEMENTS

AIDS FOR THE TEACHER :

Any of the many excellent histories of the United States will be more than sufficient for the store of facts that the teacher must accumulate for the work for this month. Coffin's *Old Time in the Colonies* is written for children and liked by them. For this reason it may be very useful to the teacher.

The following stories and poems are suitable in whole or in part for telling or reading to the children : —

Mystery of Croatan Sir Walter's Honor Last Meeting of Pocahontas and the Great Captain Lady Yeardley's Guest	Margaret J. Preston.
Twice-told Tales, Hawthorne.	
Peter Stuyvesant's New Year's Call,	W. C. Bryant.

The work for December groups itself naturally into the following subjects: The Settlement of Virginia, including the adventures of Captain John Smith; New York and Henry Hudson; Pennsyl-

vania and William Penn; life in these and the other colonies, including particularly their relationship to the Indians, their industries, and, last of all, their very different ways of celebrating Christmas.

This is all very interesting to the children. Therefore one method, and a very excellent one, too, would be to let them read from their Reader each day without other teaching. The Reader is profusely and graphically illustrated, and there is really no need for other explanation.

From time to time and at the end of the month the subject may be reviewed in any or all of the ways suggested: viz. by topics orally discussed by individual pupils, by compositions, by original illustration, by little plays, and by an exhibition, which shall be a combination of the various methods suggested, plus a loan collection.

The incidents of the cloak and of the smoking in the account of Raleigh; the early adventures of Captain John Smith, his explorations and adventures with the Indians; the story of Pocahontas; William Penn and the Indians, and the Indian wars, are especially good for dramatization.[1]

* * * * * * * *

Captain John Smith's own account of the settlement of Virginia has been published in *Historical*

[1] See *Reader*, pp. 90, 97, 114, 123.

Classical Reading, published by Effingham, Maynard & Co. It is very entertaining, and might be read aloud in parts with both profit and pleasure to the children.

For those who have not immediate access to the book I make the following extracts: —

With reference to the first coming he says: —

"The council contrive the fort. The rest cut down trees. . . . Some make gardens, some nets, etc. The savages often visited us kindly. . . .

"What toil we had to guard our workman adays, watch all night, resist our enemies . . . cut down trees, and prepare the ground to plant our corn. . . . There remained neither tavern nor place of relief, but the common kettle [which furnished] half a pint of wheat and as much barley boiled with water for a man a day, and this having fried some twenty-six weeks in the ships hold contained as many worms as grains. . . . Our drink was water, our lodgings castles in the air."

With reference to his expedition down the river, he says that at first the savages

"scorned him as a famished man; and would in derision offer him a handful of corn . . . for . . . swords . . . muskets . . . apparel. . . . He . . . let fly his muskets, whereat they all fled into the woods. So marching towards their houses, they might see the great

heaps of corn. . . . Much ado he had to restrain his hungry soldiers from taking of it, expecting . . . that the savages would assault them, as not long after they did with a most hideous noise. . . . Being well armed with clubs . . . bows and arrows they charged the English, that so . . . received them with their muskets . . . that they . . . fled again to the woods, and ere long sent . . . to offer peace. . . . Smith told them, if only six of them would come unarmed and load his boat [with corn], he would not only be their friend but . . . give them beads, copper, and hatchets . . . and then they brought him venison, turkies . . . bread and what they had; singing and dancing in sign of friendship."

Of the Starving Time, he writes, that he went back to England leaving the colonists with seven boats,

"the harvest newly gathered . . . three hundred muskets . . . shot, powder and match sufficient . . . nets for fishing; tools of all sorts . . . five or six hundred swine; as many hens and chickens; some goats and some sheep."

But after he had gone,

"as for corn . . . from the savages, we had nothing but mortal wounds, with clubs and arrows; as for our hogs, hens, goats, sheep . . . our commanders, officers and savages daily consumed them until all was devoured; then swords, arms, . . . or anything, we traded with

the savages. . . . Within six months after Captain Smith's departure, there remained not past sixty men, women, and children, most miserable and poor creatures, and those were preserved, for the most part, by roots, herbs, acorns, walnuts, berries. Now and then a little fish. . . . Yea, even the very skins of our horses. . . . But God that would not that this country should be unplanted [sent ships and men] to preserve us."

JANUARY

BENJAMIN FRANKLIN AND ELECTRICITY

AIDS FOR THE TEACHER:

In addition to the standard United States History, one of the many biographies of Franklin will be useful.

By all means procure, if possible, his autobiography.

The following poems are suitable, in whole or part, for reading to the children: —

Ballad of Ben Franklin, E. E. Hale in *For Fifty Years.*
Printer Boy Tramps, Will Carleton, in *Centennial Rhymes.*

A physician's battery, a bar magnet, a bit of silk thread, some electrical toys, a piece of wool or fur, and hard rubber will be of use in making electricity a little more real to them.

The following method may be pursued: —

With a physician's battery give the whole school, standing in a circle with clasped hands, a slight charge of electricity. Get them to describe its effects. Tell them its name. Let them give other

manifestations of electricity. Probably some of them will instance lightning. Then tell them that it was Benjamin Franklin who discovered that electricity and lightning were one and the same thing.

Let them read from the Reader the story of *Franklin's Kite.*

It would be well to show them a few simple electrical experiments. Let them rub pieces of wool, fur, or silk rapidly over rubber, a comb for example, until they obtain an electric spark. Tell them to shuffle with their feet across the floor on a cold night, promptly touching a piece of metal, as the gas fixture, at the end of the performance.

Suspend the bar magnet (costing but a few cents) with a silk thread from the chandelier or any other convenient place. No matter how many times it is swung out of place, it will in the end settle down with its positive pole pointing north.

Now place near this north pole the south pole of another bar magnet. Let the children observe that each attracts the other. Now present the opposite pole. At once the suspended magnet will be repelled.

Let the children silently read the story of the *Boyhood of Franklin* from the Reader. Tell the children to illustrate it. Ask them questions about it.

In a similar way take up the story of his arrival in Philadelphia, and of his work as a printer there, and of his life in France.

Franklin's "Rules of Conduct," with their machinery of record, always interest the children and make them wish to do likewise. It may be worth while to encourage them in so doing by helping them to prepare the books by drawing the form with hektograph ink and printing a number of copies.

If it is possible, — and everything *is* possible, — take the children where they may see dynamos at work, where they may hear the click of the telegraph. Let them talk to you through a phone. In every way that you can, bring them in touch with the wonderful nineteenth-century genii. Then let them read in succession the chapters in the Reader which deal with the development of electricity since the time of Franklin.

FEBRUARY

LINCOLN AND WASHINGTON

AIDS FOR THE TEACHER :

In addition to the usual histories, Ida Tarbell's *Life of Lincoln* will be very useful for the illustrations. Buy a cheap edition and cut it up remorselessly. The very best of the pictures may be framed. Put them between a sheet of glass and pasteboard of the proper size, binding the two together with inch strips of bookbinders' muslin, or the passe-partout paper that comes for this purpose. The back may be finished easel fashion, or with the light wire hooks for hanging that come for this purpose.

The second best pictures may be mounted like photographs on black cardboard. The rest may be kept in a box.

Paul Leicester Ford's *The New Washington* is a recent and interesting biography.

The following stories and poems are suitable for telling or reading in part or whole to the children : —

Abraham Lincoln, A Horatian Ode, R. H. Stoddard.
Hand of Lincoln, E. C. Stedman.
My Captain, Walt Whitman.
Abraham Lincoln, Alice Cary.
Our Good President, Phœbe Cary.
Tolling, Edna Dean Proctor.

Read to them also portions of Lincoln's Inaugurals and his Gettysburg Address.

Three Scenes in a Hero's Life, Will Carleton, in *Centennial Rhymes.*
Greenway Court, Margaret J. Preston.
The Virginians, Thackeray.

There are in the Reader material for twenty reading lessons for this month.

The incidents in the lives of both Lincoln and Washington may be dramatized from day to day, and followed with a more elaborate celebration on the day before the holiday.

Sufficient suggestions have already been given for this and for correlated work in the previous chapters.

MARCH AND APRIL

THE REVOLUTION, ARBOR DAY, SOME STORIES OF BRAVE SEA-CAPTAINS

AIDS TO THE TEACHER:

The usual history will be quite sufficient for the facts that the teacher must accumulate for the work for this month.

The following stories and poems are suitable in whole or part for telling or reading to the children: —

Green Mountain Boys, Daniel P. Thompson.
Ruth Ogden, a Loyal Little Red Coat.
Lexington, Edith M. Thomas.
Nineteenth of April, Bryant.
Bunker Hill, Boston Boys } Nora Perry, in *Her Lover's Friend.*
Boys' Redoubt, Margaret J. Preston.
New England's Chevy Chase, E. E. Hale, in *For Fifty Years.*
Boston Boys, Ride of Jean McNeal, Little Golden Hair } Will Carleton, in *Centennial Rhymes.*
Apollo and Daphne, Pan and Apollo } These may be found in any mythology.
The Miraculous Pitcher, Hawthorne, in *Wonder Book.*
Old Piper and the Piper of the Dryad, Frank Stockton.

The Walnut Tree that wanted to bear Tulips, Wiltse's *Stories for the Kindergarten.*
Last Dream of the Old Oak, Andersen.
Legend of the Poplar, Marah Pratt's *Fairyland of Flowers.*
Oak and the Ivy, Eugene Field.
The Birch Tree, Susan Coolidge.
The Birch Tree, Edith Thomas, in *A New Year's Masque.*
Dovecote Mill (sugar-making), Phœbe Cary.
The Birch Tree
The Oak
The Beggar
Rhœcus
The Maple
} Lowell.
Hiawatha's Canoe, Longfellow.
Planting of the Apple Tree
Forest Hymn
} Bryant.
The Tree, Björnsen.
The Tree, Jones Very.
The Victory of Perry, Alice Cary.

On pp. 6, 7, 10, 11, 12, 13, 18, 20, 26, 31 are sufficient suggestions for teaching the Revolution. It would be unnecessary to apply these devices and methods to the stories of the Revolution and of our sailors. But a word with reference to Arbor Day may be of use.

The nature-study work for the several days preceding Arbor Day should give to the children a vivid idea of the dangers that surround the seeds and fruits of trees and their seedlings, and of the length of time required for their full development. This is very easily done, if a systematic course of

nature study is pursued. For in the fall fruits were studied chiefly from this point of view. And in the short spring excursions germinating maples, at least, must have been seen, and should have been studied. A way of telling these facts, much enjoyed by the children, is to take the tree with which they are most familiar; to recall it to their minds in its autumn glory; to trace the different probable fates of its acorns, for example; and to allow one — "our little acorn," the children call it — to escape the pigs, the stony ground, the hard frost, and all other possible disasters, and in the spring to send downward its slender pointed white root into the ground, and its curved stem above the ground. As the teacher questions and listens and talks, the acorn should develop under her fingers on the blackboard. Above all, she should make the children think out the *reasons*. Why the acorn is round, why its outside coat is thick and shiny, why the root is pointed and then branched, why the stem is at first hooked at the tip — are all of them interesting questions even to the mind of the semi-stultified adult. To the eager mind of a healthy child they are actually exciting.

At least one other lesson should be spent on the uses of trees, including, of course, the many commercial uses, but laying special emphasis on the following facts: —

Trees break the force of falling rain. Hence they prevent the tearing away of the soil which may be observed after a rain-storm wherever some such protection has not been given. This has doubtless been illustrated many times in the aquarium. If the water is poured in carelessly, the sand is disturbed. But if a hand, even, breaks the force of the falling water, then no harm is done.

In the same connection teach the fact that forests prevent freshets.

The influence of trees on the atmosphere is often misunderstood even by intelligent people. But it is a fact that trees and other plants give out a large amount of water vapor and oxygen in the daytime. They also absorb carbon dioxide breathed out by animals. They therefore purify the air, and even, aside from their shade, modify the heat of summer.

But the commercial value of trees is so great that they are continually cut down and sold. In many parts of the country, in consequence, the land has been denuded of its trees, with disastrous results.

What can we do to prevent this? Trees must be cut down, but trees may be planted in their place.

And this is just the reason that Arbor Day is celebrated in our schools.

Teach the children to be grateful to the earth, to the country, the state, and the town. Teach them

that real gratitude means giving, giving, giving, and encourage them, in this instance, to give of their knowledge, time, and money in planting good trees in favorable situations.

Do not plant a North Carolina Poplar if any other tree can be made to grow in the same place.

Arbor Day exercises, so far as the literary part is concerned, have been sufficiently provided for in the Reader.

Use the board and all the boards for illustrations of the life histories of trees. Devote one corner of the stage to the tree beautiful, and another to the tree useful. Buds and blossoms, real and pictured, will serve for the one, and every description of a product, raw and manufactured, for the other. Let an immense rubber plant, with all kinds of rubber articles, from combs to hose, occupy the centre of our stage. Let this be flanked on both sides with lumber, tanning and dye barks, nuts, fruits, raw and preserved fibres, including cocoanuts, cocoa rope and matting, medicines, spices, camphor, coffee, cocoa, etc., together with the trees' friends, the birds; and the trees' enemies, some harmful insects, including some of the loveliest of our moths and butterflies.

Above all, plant the trees, and plant them properly!

MAY

GRANT, DECORATION DAY, AND BIRD DAY

AIDS FOR THE TEACHER:

Mabel Osgood Wright's *Citizen Bird* will be useful in preparing for the proper celebration of Bird Day. The magazine "Birds" has at a low price many fair color pictures of common birds.

The following stories and poems are suitable in whole or part for telling or reading to the children.

Uncle Tom's Cabin, Harriet Beecher Stowe.
Our Country's Call, Bryant.
How Old Brown took Harper's Ferry, Bryant.
Barbara Frietchie
Brown of Ossawatomie } Whittier.
Cavalry Sheridan
Ballad of New Orleans
The Black Regiment
Battle of Lookout Mountain } George H. Boker.
March Along
Dirge for a Soldier
Young Soldier, Alice Cary.
John Brown, Phœbe Cary.
Battle Hymn of the Republic, Julia Ward Howe.

John Burns of Gettysburg, Bret Harte.
Sheridan's Ride, T. Buchanan Reid.
Gone Forward (Lee), Margaret J. Preston.
War Songs.
How the Robin got his Red Breast, Whittier.
The Unknown Land, Mrs. Gatty's *Parables from Nature.*
The Storks, Andersen.
Birds of Killingworth, Longfellow's *Tales of a Wayside Inn.*
Robin's Apology, In an Orchard } F. D. Sherman, in *Little Folks' Lyrics.*
Out of the Sky, The Secret, How the Birds first Learn to Sing } Mrs. Dodge, in *When Life is Young.*
Birds' Thoughts, Emilie Poulsson, in *In the Child's World.*
Morning Song, Tennyson, in *Sea Dreams.*
Coming of Spring, Brother Robin, A Song of Spring, If Ever I See, Lydia Maria Child, A Bird's Nest } Lovejoy's *Nature in Verse.*
Bluebird, Birdies' Ball } Walker's *Songs and Games.*
All the Birds have come Again, Eleanor Smith, in *Songs for Little Children.*
If the Bluebirds Bloomed, *St. Nicholas Songs.*
Sir Robin, Sister and Bluebeard } Lucy Larcom.
In a Lilac Bush, The Robin } Celia Thaxter.
Return of the Birds, Bryant.
Trumpeter Redbreast, from *Lilliput Levee.*
Owl against Robin, Sidney Lanier.
Winter Robin, Robin Badfellow, Robin } T. B. Aldrich.
Bluebird, Whittier's *Child Life.*

The story of Grant and of the Civil War is the literary preparation for the celebration of Decoration Day.

Read the accounts in the standard history, the stories and poems recommended here, and the Reader. Carry out with this new material any or all of the devices and methods suggested on pp. 6, 7, 10, 12, 13, 18, 20, 26, 31.

Do not fail to make the children see that they have many reasons for feeling gratitude to their country; and, above all, make them realize that the best way of showing gratitude is by giving freely of their thought, their time, and their property. Cheap gratitude, cheap patriotism, are not worth the having.

Bird Day is less easy to celebrate appropriately than Arbor Day, for the birds, alas, are less commonly seen and known than the trees.

It has been suggested that Audubon's birthday, May 4, be set aside in the public schools for the purpose of teaching bird economy.

On the boards might be placed color drawings of such of the birds and nests as are familiar to the children. Choose especially the insect-eaters, since they are the most useful to man of all their tribe. "Birds," published by the Doubleday, McClure Co., has fair color illustrations of many of the best-known birds, and is inexpensive. If possible, get Audubon's

Birds. But this is not easy to find even in its smaller edition.

The story of the Scotch weaver and Philadelphia "school teacher," Alexander Wilson, who was also a great ornithologist, may be interesting to them, too.

Perhaps the thing that the children most enjoy is a medley of representations in which each takes the part of various birds.

At this time of the year, in the Middle States, many song birds have come from the South, and have been, or are, building their nests. First came the robin, the bluebird, the blackbirds, the meadow lark. After these the song and other sparrows, and then the swallows. The thrushes, the brown thrasher, the orioles, and warblers follow later.

Let some of the children be the robin, while others personate the caterpillar, the worm, the strawberry, that makes their food.

The call of the robin is "Quick, quick," while their song is "Cheerily, cheerily, cheer up, cheer up!" Let the children use these sounds at appropriate times, and while building the nests. In each of these nests may be seen four eggs. These hatch out into young robins. Children like to be eggs, and are happiest when they begin to "hatch."

The father and mother birds feed the babies, and finally teach them to fly.

The same children, or others, may represent the bluebirds.

The song of the bluebird is "Dear, dear, think of it." The nest is merely a lining for a hole in a tree or a bird house.

The appropriately named crow blackbirds are the most commonly seen of all the blackbirds. Their northward migration in large flocks is one of the early and reliable signs of spring, just as their southward flocking is one of the first indications of autumn. Their song is a crackling, squeaking caw. The farmer hates him, but very unjustly. They eat a little corn at harvest time, but devour injurious insects and larvæ at all times.

They nest in trees.

The meadow lark builds its nest on the ground. Usually it is concealed by its roof, which is a tuft of grass. Its song is very beautiful. It seems to say "Spring o' the *Y-e-a-r*, *spring* o' the *year*."

The song sparrow is not unlike the common English sparrow in appearance. But his beautiful song will at once distinguish him from his chirping cousin. Its song is said to be "Maids, maids, maids, hang on your teakettle-ettle-ettle," or better, "Olit, olit, olit, chip, chip, chip, chechar, — che-wiss, wiss, wiss!"

Its nest is built on low ground or bush.

The swallows with their forked tails, neckless bodies, wide mouths, and swift flight are easily recognized. The nest of the barn swallow is one of the first that children learn to call by name. It is a shallow bracket made of mud and straw placed against rafters in a barn or on the eaves of houses. Its song is a merry laugh, "Tittle-ittle-ittle-ee."

The swallows live on the insects of the air. For this reason their winter home is far to the south.

The thrushes are cousins to the robin and blackbird, and their songs are more beautiful than either. The best-known thrush — the wood thrush — sings, "Uoli . . . a-e-o-li . . . uoli . . . uoli . . . uol . . . aeolee-lee′," with about four seconds between the syllables. Both the nest and eggs of this bird strongly resemble those of the robin.

The brown thrasher, often called the brown thrush, does not belong to the thrushes at all, but to the wrens. Its nest is made from grape vines, bark, grasses, and roots and may be found in shrubbery. Its song is somewhat like the catbird, but less rapid and brilliant. It has been variously interpreted. "Drop it, drop it, — cover it up, cover it up, —pull it up, pull it up, pull it up," says Thoreau, while a pious shoemaker, known to Wilson Flagg, heard it sing: "Look up, look up! Glory to God, glory to God! Hallelujah, Amen, Videlicet!"

Almost every school has amongst its treasures the nest of an oriole. And it is, indeed, a treasure. One in my possession is loosely but carefully woven of yarn and string and bits of rope. It is suspended like a hammock from a forked branch. A threaded needle was found and utilized, for every bit of the thread is used in the weaving, but the needle hangs outside.

The call of the male bird is

"Will you? Will you really, really, truly?"

And the answer of his spouse is

"I w-i-ll."

"Warblers" is a name applied to a large number of small, bright-colored, insect-eating birds that come from the South in great numbers during May. Their songs are various. That of the summer yellowbird is perhaps as characteristic as any. It is "sweet, sweet, sweet, sweet, sweet, sweet, sweeter," repeated seven times.

They migrate at night and are therefore subject to many dangers. They are sometimes found dead in great numbers, killed by a sudden cold snap, or perhaps by flying against some hard hidden object.

The *War with Spain* may be illustrated with portraits and drawings from the magazines. Speak of the skill and bravery of our sailors and soldiers, and explain the reason of the war.

JUNE

FLAG DAY

AIDS TO THE TEACHER:

Large representations of the different flags used in this country may be made by teachers and pupils from these designs.

Look at the space to be decorated and determine the number and size of the flags required. Cut this from pasteboard boxes or have the pasteboard already cut.

Cut out the flags in appropriate colors from sheets of engine-finished colored paper and paste them neatly on the cardboard with starch or prepared photographic paste.

During this month the children will have read from the Reader the story of the Star-Spangled Banner, and of Betsy Ross.

With the making of the different early flags review the history connected with them. In this way the story of John Smith and other early settlers of the Revolutionary War, the War of

1812, and the Civil War will be revived in their memories.

Teach a salute to the flag. Commonly, in schools this is used : —

"We give our heads [pointing to it], our hearts [pointing], our hands [extending them], to our country. One country, one language, one Flag."

When Flag Day comes (June 14) in addition to the decorations that have been gradually accumulating during this month, secure as a surprise a good-sized flag and as much bunting as possible.

Let the children salute the flag.

Have a representation of some of the important events in its history.

Sing together the national songs.

Specimen Page

HISTORY READER

FOR

ELEMENTARY SCHOOLS

ARRANGED WITH

SPECIAL REFERENCE TO HOLIDAYS

BY

L. L. W. WILSON, PH.D.

AUTHOR OF "NATURE STUDY IN ELEMENTARY SCHOOLS. PART I: MANUAL FOR TEACHERS. PART II: READER"

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Comments

From the Journal of Education

"This excellent *History Reader* is written in a manner that at once gets hold of the attention of the child and teaches him much history ere he is aware. All history should be made to cluster around its central figures and prominent events, and this is beautifully carried out in this work by taking up some central theme each month. Thus September treats of the Indians; October, of Columbus and the early discoveries; November, of the Pilgrims and Thanksgiving; December, Captain Smith, Pocahontas, and William Penn; January, Benjamin Franklin, Morse, and the great electrical inventions; February, Lincoln and Washington; March and April, the Revolution; May, Grant and Decoration Day; and June, Flag and Flag Day.

"The school children who are fortunate enough to secure this book and read it will never again call history a dull study. The Thanksgiving story of Obed and the Pumpkin in this issue is taken from this book."

"The author has applied the same method to this history of the United States as she has used with such great success in her *Nature Study in Elementary Schools.* The *Reader* is arranged with special reference to holidays. It is very fully illustrated with about one hundred cuts. The frontispiece and the section devoted to Flag Day are illustrated in color. The type is large and plain. The apt illustrations, simple language, many easy and beautiful selections of verse render this an ideal history for young children. The history of the United States becomes in Mrs. Wilson's hands just a simple delightful story which will compel the child to associate each happy season of the year with its appropriate events in the country's story. A noteworthy feature of this *Reader* is that it includes a simple and succinct account of the WAR WITH SPAIN, with portraits of all the chief actors in the campaign."

At last all was ended by a great ball game. There were three hundred players on each side.

That was a game, indeed!

THE INDIANS

THESE Indians were the people who lived here before the white man came.

They had brown skin, black eyes, and straight black hair.

The warriors stained their faces with splashes of red, yellow, and blue paint.

This was to make them look even more fierce and terrible than they really were.

The Indian wore a whole deer-skin over his shoulder for a mantle.

THE INDIAN BOATS

HURRY! Hurry! we shall miss it.

There she is, puffing and snorting, and sending out clouds of smoke.

What a noisy monster!

Now we are all aboard.

The great wheel turns.

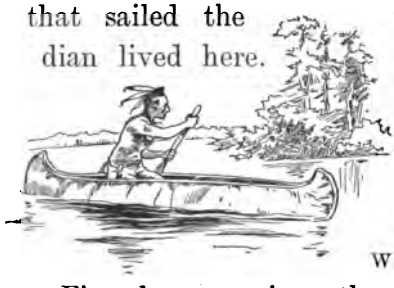
The boat shivers.

The waters splash.

See that white foamy path that she makes.

We are off at last.

But it was a boat of a very different sort that sailed the water when the Indian lived here.



Silent and swift, his light canoe floated on the water like an autumn leaf. He made his boat with his own hands.

First he went into the forest and cut some branches from the cedar tree.

THE LANDING OF THE PILGRIMS

One hundred people came over in the *Mayflower*.

They hoped to find homes in this land.

Among them was a soldier named Miles Standish.

He and sixteen other men landed first.

They walked along the shore, looking for a place to settle.

In one spot they found the ground newly patted down.

"Their hearts are as stout as their ships," he said.

Our government soon sent a large army of soldiers to occupy Manila, and to keep order there.

This army was commanded by General Merritt.

Another large fleet was sent to blockade Cuba.

Do you know what this means?

This fleet was commanded by Admiral Sampson.

Our soldiers, too, were getting together at Tampa, in Florida, ready to be carried to Cuba.

THE BATTLES NEAR SANTIAGO

THOUSANDS of men were enlisting every day. They were ready to suffer hardships, and perhaps death, at the call of their country.

On one of the islands is the large city of Manila.

All the best ropes of the world are made of manila hemp.

Many of the houses in Manila are built of bamboo, and thatched with palm leaves.

The city lies on a beautiful bay.

Here was fought the first battle of our war with Spain.

Early on Sunday morning, the first day of May, our war-ships sailed into the bay.

Their big guns opened fire.

The Spanish guns answered back.

In a few hours our brave men had beaten the Spaniards.

We had not lost a single man.

Admiral Dewey, who commanded our fleet, became a great hero, like Perry and Farragut.

Do you remember the deeds of these great men?

He was very proud of his men, too.

Specimen Page

NATURE STUDY

IN

ELEMENTARY SCHOOLS

A MANUAL FOR TEACHERS

BY

LUCY LANGDON WILLIAMS WILSON, PH.D.

HEAD OF THE BIOLOGICAL LABORATORIES IN THE PHILADELPHIA NORMAL SCHOOL FOR GIRLS, AND IN CHARGE OF THE NATURE WORK IN THE SCHOOL OF OBSERVATION AND PRACTICE, CONNECTED WITH THE NORMAL SCHOOL

New York

THE MACMILLAN COMPANY

LONDON: MACMILLAN & CO., LTD.

1899

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Comments

New England Journal of Education

"This is an attractive manual on nature study, full of suggestion, abounding in information, instinct with inspiration. Nothing has yet appeared along this line that is more complete, varied, judicious, and directive than this book — it is peerless."

Philadelphia Evening Telegraph

"It is thoroughly adapted to its purpose, being non-technical as far as possible, and made easy and interesting to the young mind."

Review of Reviews

"The great value of this little book is derived from the fact that the course of nature study which it outlines has already been tested in actual school work. The methods suggested are admirable."

N. Y. Observer

"The book should be a great help to those who aim to interest children in nature's wonderful workings."

Education

"We have seen no book along this line that is more stimulating and inspiring. It shows the teacher just how to go to work to get the pupils interested and to make them observant. This is a modern subject, and it is handled in this volume in a modern and masterly manner. We commend the work to all teachers and parents."

Science

"The book has a freshness that springs from the rich experience of a teacher who has enlisted heart and brain in the work of introducing children to the vast domain of nature.

"The *Reader*, which the author has prepared as a companion book, is composed of myths, stories, and poems, which are suggested by various natural phenomena.

"The selections are good, and in general the rendition is excellent.

"For this particular aspect of nature study the book leaves but little to be desired.

"The considerable array of material which these books provide from both the scientific and the literary side will make them valuable for any teacher in the public schools, while the author's earnestness of purpose, strongly manifest throughout the work, will prove to be a lasting source of inspiration."

Specimen Page

Facts:

The sun is more than a million times larger than the earth, and more than ninety-one million miles distant.

We move around the sun, which sends to us light and heat by wave motions. The light and heat do a great deal of work for us. Without them it would always be

Latona and her children, Apollo and Diana.

bitterly cold and intensely dark. No rain could fall, no rivers flow, and neither plants nor animals exist.

The course of the sun varies. It rises in or near the east, sets in or near the west, and in the summer journeys higher in the sky than in the winter. Hence in summer and at midday the vertical rays reach us, and it is then hotter than in the winter, or in the morning or evening when, the rays being slanting, the heat and light are less intense in a given locality, since they cover a larger area.

Yes, that is the way that it seems, but really we are travelling round the sun.

Illustrate this by causing a globe with a small portion of it covered with black court plaster to revolve around a lamp until at last the plaster catches the light.

Recall to their minds the similar phenomena familiar to them in the telegraph poles, fences, houses, which apparently rush by us as we gaze out of the windows of a moving car.

Phaethon driving Apollo's car.

What does the sun give us? How does it send us light and heat? Illustrate by throwing a pebble in water, by shaking the room or desk, by the voice. What good does the light do? heat?

To determine the apparent course of the sun and the consequent daily and seasonal variations in temperature mark each week at same hour the distance which the sun shines into the room. This may be done by driving a tack in the floor. During December the sun will come farther and farther into the room until the twenty-second.

CHAPTER IX

MAY AND JUNE

Easy Poems:

May,
Signs of May, } Lovejoy's Nature in Verse.

More Difficult Poems:

Extract from Lowell's Under the Willows.
May, Celia Thaxter.

PLANTS

In May and June should be continued the study of the trees already described in Chap. VIII.

The children should also learn to distinguish between ferns, mosses, lichens, and toadstools, and something of the structure of each.

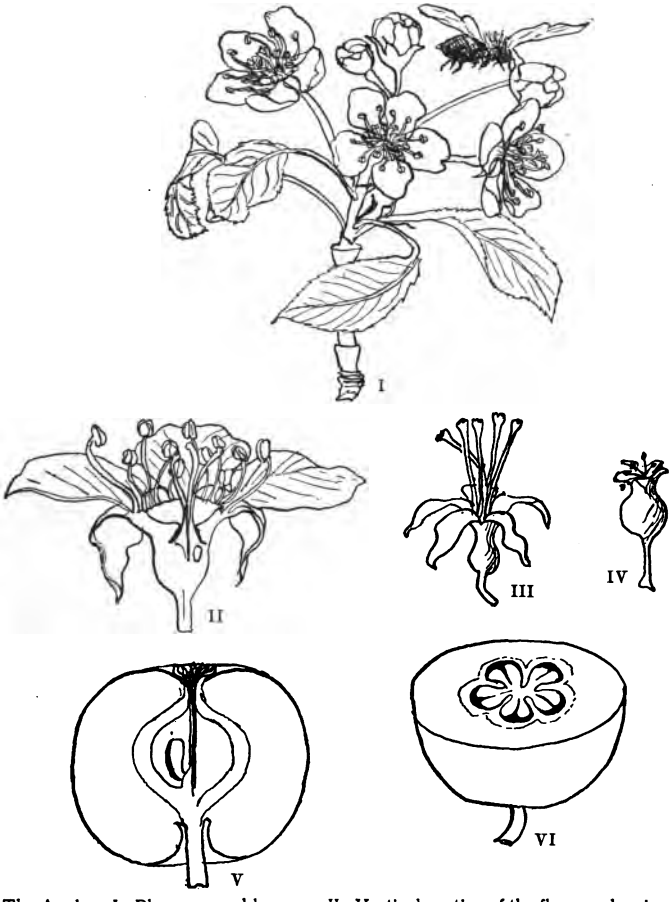
The following flowering plants should be studied: Dandelion, daisy, apple, strawberry, buttercup, and clover. If it is desired to add to this number, take jack-in-the-pulpit, shepherd's purse, chickweed, or sheep's sorrel. These are suggested not because of their greater interest, but because of the fact that except the first, children will find them growing even in city streets.

THE DANDELION (Taraxacum officinale).

Facts:

The dandelion has a very thick tap root, which, like the rest of the plant, is full of milky juice. The leaves

Specimen Page



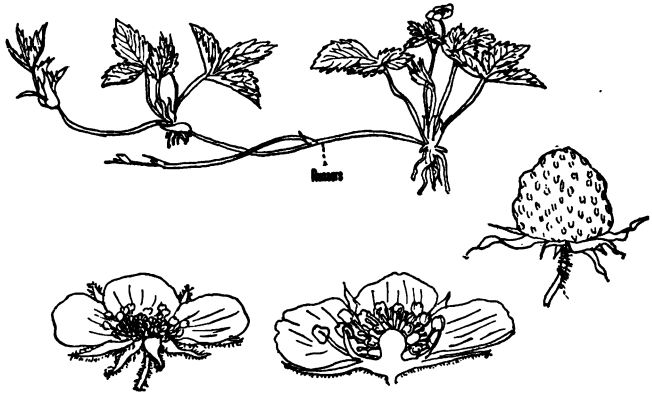
The Apple: I. Blossoms and leaves. II. Vertical section of the flower, showing pistil, stamens, petals, sepals. III. Flower after the petals have fallen. IV. Small green apple. V. Section of apple, showing the eye (pistil and calyx tips), thickened ovary (core), and thickened calyx. VI. Cross section of the same.

Specimen Page

STRAWBERRY.

Facts:

This belongs to the same family (the Rose) as the apple and cherry. Like them, the petals and numerous stamens are inserted on the throat of the calyx, which in this case consists of ten lobes (apparently), and is entirely free from the very numerous one-ovuled pistils, which form a head on a large receptacle.



Strawberry.

After the petals and stamens fall, the juices of the plant feed the receptacle, which becomes fleshy and, as it ripens, usually red in color, bearing all over its surface the numerous yellow fruits. These are widely distributed by the birds and other animals, who devour the so-called berry, but through whose alimentary tract the real fruits pass undigested.

As a matter of fact, however, the strawberry is propagated by runners, — long, slender stems which root at a

Specimen Page

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It is a very busy family, for Æolus will not let any of his children be idle.

South Wind has to make the oranges and bananas grow.

East Wind has to bring the rain and water Mother Earth's gardens.

West Wind plants the seeds of the dandelions and the daisies. He covers them up with leaves so that they will be warm and will take root by and by.

He flies kites and sails boats and turns wind-mills.

I have not said anything about North Wind.

Specimen Page

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IN

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FIRST READER

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OF THE PHILADELPHIA NORMAL SCHOOL

AUTHOR OF "NATURE STUDY IN ELEMENTARY SCHOOLS: A MANUAL," "NATURE STUDY IN ELEMENTARY SCHOOLS: A READER," "HISTORY IN ELEMENTARY SCHOOLS: A MANUAL," AND "HISTORY IN ELEMENTARY SCHOOLS: A READER"

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SNOWFLAKES

whenever **frightened** **comfort** **noticed**

Who makes the snowflakes? Why, Jack Frost, to be sure.

He changes water to ice wherever he goes.

When he touches a raindrop it freezes into ice.

Then it falls to the earth.

We do not call it a raindrop, then.

We call it hail.

But sometimes Jack Frost gets hold of the clouds before the raindrops are born.

AURORA

A LITTLE wind comes and wakens all the birds and flowers every morning.

He rocks the branches of the trees where the birds have their nests. He says, "Wake up, little birds, and sing! Aurora is coming."

He shakes the flowers, a little rudely even, to waken them. Then they lift their heads, and send out their sweet breath on the air.

He comes through your open window and tickles your cheek with your curls. He says, "Get up, little boy; the dawn is here!"

Perhaps you are a little sleepyhead, and turn your back on the wind, going to sleep again.

But if you wake up with the birds and the flowers, you will see the coming of beautiful Aurora.

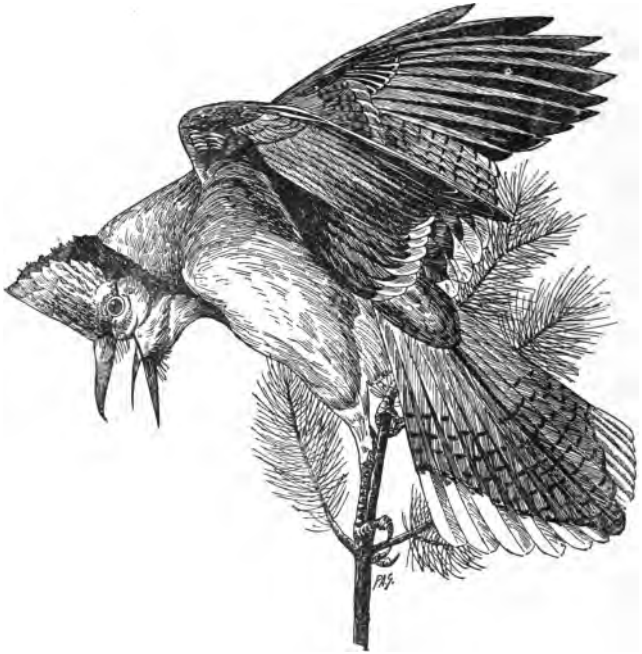
She is the goddess of the Dawn, and she lives in a golden palace near Apollo.

Every morning she pulls aside the curtains of the East with her rosy-tipped fingers, and looks out upon the world.

There she stands in her yellow gown, a torch high above her head. She wants to see if the road is clear for the sun god.

THE BIRDS

BLUE JAY



"WHAT, is the jay more precious than the lark,
Because his feathers are more beautiful?"

—SHAKESPEARE.

Specimen Page

CHICKADEE

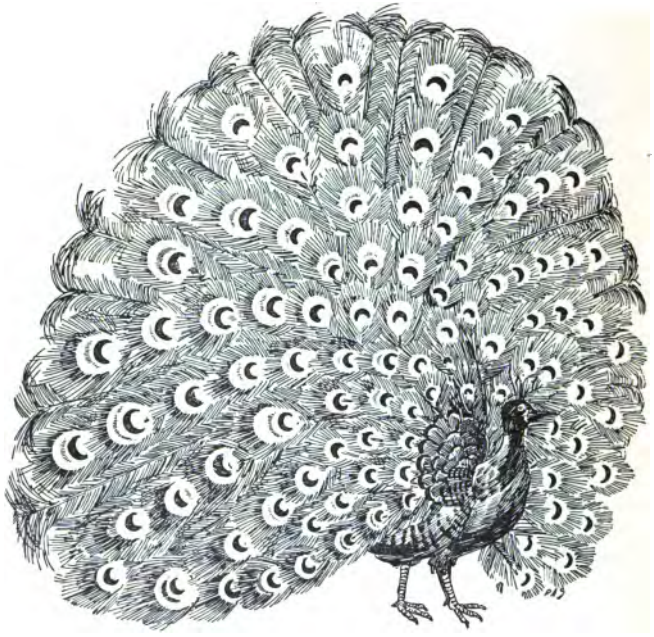
"THEN piped a tiny voice hard by,
Gay and polite, a cheerful cry,
Chick-a-dee-dee! saucy note
Out of sound heart and merry throat
As if it said, Good day, good sir!
Fine afternoon, old passenger!
Happy to meet you in these places
Where January brings few faces."

—RALPH WALDO EMERSON.

Specimen Page

his flute and as he walked along the road played a tune upon it.

"Come here, young shepherd," called Argus. "Sit with me under the trees, and give me some music."



Mercury sat down and played the sweetest lullaby that ever was heard.

A "lullaby," you know, is what mother sings to put baby's two pretty eyes to sleep.

Specimen Page

Over in the meadow,
Where the clear pools shine,
Lived a green mother frog
And her froggies nine.
"Croak," said the mother,
"We croak," said the nine.
So they croaked and they splashed
Where the clear pools shine.

—Olive A. Wadsworth.

THE DANCE OF THE MAPLE KEYS

maple keys lawn delight
blanket grove

Why, what are these?

They are a party of happy maple keys.

See them dancing with glee on a snowy lawn.

They are standing on their heads with delight.

What has made them so happy, do you say?

Just what makes us happy to-day.

Spring is coming, coming, coming.

The sun is taking off winter's snow blanket.

He has told the good news to the birds and the seeds and the roots.

And they are all coming in answer to his call.

THE SWALLOW

sowing flax linen
discovered begged

A swallow saw a man sowing seeds in the ground.

She went behind him and picked up one of the seeds.

She found that it was flax.

"Soon this flax will be grain," she said.

"Then it will be made into linen thread.

"Then perhaps it will be made into nets to catch us birds."

THE WOODPECKER

tool chisel hammer woodpecker grub tongue

Some birds are carpenters.

They make the strongest homes of all the birds.

But instead of building it, they bore it out.

They have only one tool.

This is both a chisel and a hammer.

They carry it always with them.

Look at this carpenter.

His name is Mr. Woodpecker.

But where is his chisel?

Yes, it is his beak.

They find a soft place in a tree trunk.

Specimen Page

Now you can see what was inside the tough brown scales.

Are you not glad that they were thick?

For they have kept the cold from the baby's hands.

The rain could not get in either.

No wonder that the baby's hands are soft and glossy!

Do you see the horseshoes on the branch?

How many nails do you count?

Last year the leaves were here.

Each little leaflet left a nail mark.

Do you see the rings below?

To avoid fine, this book should be returned on
or before the date last stamped below

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